DOCUMENT RESUME

ED 163 267 08 CE 018 954

AUTHOR	Bain, William
TITLE	Common Core Curriculum for Vocational Education. Category D: Administration and Supervision. D-3: Record Keeping in Vocational Programs.
INSTITUTION	California State Univ., Fresno.
SPONS AGENCY	Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; California State Dept. of Education, Sacramento. Vocational Education Instruction Services.
PUB DATE	78
NOTE	37p.; Not available in hard copy due to print size. For related documents see CE 018 935-971
AVAILABLE FROM	Director, School of Family Studies and Consumer Sciences, San Diego State University, San Diego, California 92182
EDRS PRICE	MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS	*Core Curriculum; Higher Education; Learning Activities; Learning Modules; Performance Based Teacher Education; *Recordkeeping; Records (Forms); Reports; Teacher Certification; *Teacher Education Curriculum; *Vocational Education
IDENTIFIERS	California

ABSTRACT

This module on record keeping in vocational programs is one of a set of eight on administration and supervision and is part of a larger series of thirty-four modules constituting a core curriculum for use in the professional preparation of vocational educators in the areas of agricultural, business, home economics, and industrial education. Following the module objective and overview and a bibliography of suggested resource materials (readings) for the entire module, four lessons are presented: (1) district application for funds; (2) statistical forms; (3) fiscal (claims) reports; and (4) follow-up reporting. Each lesson contains the objective, overview, a list of suggested learning activities, and a list of suggested resources (readings). Concluding the module is a pre/posttest and an answer key. (The modules have been field tested in various educational settings, including bachelor and masters degree programs, and are considered adaptable to many instructional styles and student entry levels. CE 018 935-937 contain working papers and other materials used in the development of the module series.) (JH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED163267

Common Core Curriculum
For Vocational Education

D-3

RECORD KEEPING IN VOCATIONAL PROGRAMS

Module Writer: William Bain, M. A.

Category D:

ADMINISTRATION AND SUPERVISION

Project Director
Gwen Cooke, Ph.D.

Assistant Project Director
Maurine Vander Griend, M.S.

1978

CE 018 954

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

ABOUT THIS MODULAR CURRICULUM

This module is one of a series of 34 modules intended for use in the professional preparation of vocational educators in the vocational education service areas of agricultural, business, home economics, and industrial education. The curriculum can be adapted to various styles of instruction and to various entry-levels of students.

It is recommended that an instructor planning to use these modules review each category to determine if any modification is needed in the objectives and suggested activities so that they conform with local institutional policies and/or vocational education programs. It is also suggested that resources and activities be identified for the specific entry-level of the student to be served.

The activities listed are suggested. The use of any other activity or reading reference which the instructor believes would help to accomplish the objectives of that lesson is encouraged. The choice of the teacher to use the entire module, either through group reports or individualized assignment, will be related to individual student competency requirements.

Since many modules strongly recommend the use of local administrative personnel and community rsources, it is suggested that all site visitations and requests for assistance in the community be coordinated by or cleared through the instructor. The instructor may wish to distribute these tasks among the student group and across the community with the class report system being used to disseminate the information gathered.

These modules have been field tested in various settings. They have been used with students working toward a bachelor's or master's degree and with students seeking the designated subjects credential in Californica. Some modules were tested through student independent study, others as part of total class assignment, and still others as an alternate activity. Workshop participants examined the materials in terms of content, activities, and resources. The adaptability of this curriculum is one of its strengths.

The materials could not have been completed without the participation and contribution of many individuals. Chief among these persons were the module writers, workshop participants, field-test instructor, and students. Conference presentors and evaluators also contributed to this project. Proceedings of the workshop are available upon request.

If we can provide you with information or help in using this curriculum, please feel free to contact us.

Project Director

Dr. Gwen C. Cooke, Chairperson
Home Economics Department
California State University, Fresno

Assistant to Director

Maurine Vander Griend, Adjunct Professor
Home Economics Department
California State University, Fresno

COMMON CORE CURRICULUM

FOR

VOCATIONAL EDUCATION

MODULE WRITERS

William Bain, M.A.
Ann Bauer, M.S.
Lloyd Dowler, M.S.
Frances Harkins, M.S.
Hal Marsters, M.S.
Joan Martin, Ed.D.
Kenneth Moshier, Ph.D.
Dwayne Schramm, Ph.D.
Gayle Sobolik, Ph.D.
Gary Winegar, D.Ed.

This work was developed under a contract with the California State Department of Education under the provisions of Public Law 90-5-76, EPDA, Part F. However, the opinions expressed herein do not necessarily reflect the position or policy of the State Department of Education and no official endorsement by the State Department of Education should be inferred.

TABLE OF CONTENTS

Module Objective. . . . . Page 1
Module Overview 1
Resource Materials for Completing the Activities in this Module . . . 3
Lesson One: District Application for Funds 4
a. Objective. 4
b. Overview 4
c. Suggested Activities 4
d. Suggested Resources. 5
Lessor. Two: Statistical Forms. 6
a. Objective. 6
b. Overview 6
c. Suggested Activities 6
d. Suggested Resources. 7
Lesson Three: Fiscal (Claims) Reports. 8
a. Objective. 8
b. Overview 8
c. Suggested Activities 8
d. Suggested Resources. 9
Lesson Four: Follow-Up Reporting 10
a. Objective. 10
b. Overview 10
c. Suggested Activities . . . . . 10.
d. Suggested Resources. 11
Module Pre/Posttest 12
Answer Key. 15
Appendixes. 17
Appendix A: Order of Assembly of Forms. 18
Appendix B: Projected Enrollments in Vocational Education Programs/Services 20

VOCATIONAL EDUCATION RECORDKEEPING

Module Objective

Upon satisfactory completion of this module, the student preparing to become an administrator of vocational education will develop skills in the preparation of forms used in vocational education recordkeeping.

Module Overview

The operation of a vocational education program, like many things, entails detailed recordkeeping. Some of this work is required for program maintenance and review for local, regional, and state agencies. This module will deal primarily with the forms which a local director of vocational education uses in his normal operations. The forms used have been altered from year to year, and in some instances, their number has been updated so we will address the number and the function of the forms as we proceed through the module.

This module is one of three interrelated modules of Vocational Education Administration. It has been designed to follow the other modules, as the detail work done there will assist the learner in grasping the reporting process. The sequence of fiscal management and budget development is tied together in the reporting done with recordkeeping and forms. However, since this module deals briefly with the contents of the other two modules, it can precede the others or can be the only module you select to study in this area of vocational education administration.

The VEA reporting system is based on a series of scheduled activities, the first being a completed projected vocational enrollments form, (Projected Enrollments in Vocational Education Programs/Services, Appendix page 18) and any appropriate projects for funding. The first year is the "Plan" followed by subsequent years, overlapping submissions of both new year's funding applications and prior year's completions. (Appendix, page 20).

The sequence of the reports is then:

(1) District application, which includes the projected enrollments.

(2) Statistical reports, including the VE-47 and VE-48.

(3) Fiscal (claims), including forms VE-1, VE-2, and 3 series, schedule D, and supplementary forms (VE-4 & 5) as appropriate to the local education agency operation.

(4) Follow-up, which is form VE-45.

This cycle then repeats itself and, in fact, is interfaced from fiscal year to fiscal year of operation. While the sequence above is the order in which the forms are submitted sequentially in the calendar year, the application submitted in January is for the next fiscal year; and the other reports are on the current fiscal year's operation.

All these reports are submitted by the local education agency (LEA) through a regional office. This information and specifics for submission are given in the accompanying instructions for the forms.

Finally, although these forms are the required forms for use with the state contact, they are probably not the only forms for recordkeeping used by the local director. Additional data, both statistical and financial, will be required for local use but will be unique to the LEA involved. There will be no attempt in this module to require the student to attain mastery of all those forms; however, the student will be encouraged to do some basic reference work in some as the module is being completed.

The lessons in this module will help the student master the VEA reporting system necessary for operation of a district plan. This module has been divided into four lessons:

(1) District Application for Funds 1/

(2) Statistical Reports (VE-47, VE-48)

(3) Fiscal (claims) Reports (VE-1, VE-2, 3 (series), VE-4, 5 (supplementary) and Schedule D

(4) Follow-up (VE-45)

NOTE: Forms and recordkeeping are constant. The specific form, form number, and form configuration requirements are variable. The student must be using the correct forms to do the job of learning properly. The content herein has been revised to meet compliance with the current interpretation.

1/ Sample copies of the forms are included in the appendix.

Resource Materials for Completing the Activities in this Module

Instructions for Completing and Submitting Projected Enrollments in Vocational Education Programs/Services. Education Amendments of 1976, PL 94-482, State of California, Sacramento, 1977.

Instructions for Preparing and Submitting an Application for Funds under Subpart 2 - Basic Grant. Education Amendments of 1976, PL 94-482, State of California, Sacramento, 1977.

Instructions for Preparing and Submitting an Application for Funds under Subpart 5 - Consumer and Homemaking Education. Education Amendments of 1976, PL 94-482, State of California, Sacramento, 1977.

Instructions for Preparing Vocational Education Statistical Reports Using Forms VE-47 and VE-48, Vocational Education Amendments of 1968 (PL. 90-576), State of California, Sacramento, 1976.

Instructions for Preparing Vocational Education Student Follow-Up Reports Using Form VE-45, Vocational Education Amendments of 1968 (PL. 90-576), State of California, Sacramento, 1975.

Instructions for Filing a Claim for Funds for Vocational Education, Vocational Education Amendments of 1968 (PL. 90-576), State of California, Sacramento, 1976.

Sample district plans.

VOCATIONAL EDUCATION RECORDKEEPING

Lesson One: District Application for Funds

Objective

Upon the satisfactory completion of this module, the vocational education student will be able to (1) complete each form required for submission of projected enrollments and application for funds to operate a vocational education program and (2) identify and describe the forms required for the district annual report.

Overview

This lesson deals with the forms used for operating a vocational program. This includes the first step: projected enrollments; the second step: the application for basic grant and other appropriate applications; and the third step: the claim for funds. The forms for recordkeeping for vocational programs are the basis of this lesson. The district has some forms which are required; and it is free to develop other forms to meet the needs of an audit requirement. The student is encouraged to include all pertinent information as the lesson activities are being completed.

The California Five-Year State Plan for Vocational Education in its Appendix of Volume III has the forms and procedures for the basic grant and Consumer and Homemaking Education application as they are an entitlement feature which is available to qualifying districts. Mastery of these forms will satisfy the lesson requirements. The forms for claims of reimbursement and the application for Subpart 3 are different, but will follow from the application guidelines. These forms will undoubtedly change in order to maintain compliance with legal requirements. This lesson will dealwith the latest current revision available.

Specific forms for this lesson are included in the appendix. The instructions are included herein to assist the student.

Suggested Activities

(1)* Secure from the instructor all current forms under vocational education recordkeeping. Preview these forms for function.

(2)* Identify the use of the VE 1.1 forms (series) with a description of its several applications to the "Subparts" for funding. Which are required only for projects?

---

* Familiarization for teacher knowledge and credential requirement.

(3)* The Allocation Document is necessary to release funds for the "set-aside" portion of the District entitlement.

(4)** Visit two local districts and describe the percentage of entitlement used for Disadvantaged and Handicapped and how the programs offered meet the criteria of the VEA and the local community needs.

(5)* A Statement of Assurances is required in some instances. Describe "Subparts where they are used and the purpose in the use." Describe how they differ in their language and how they are the same.

(6)* The local education agency is required to provide anticipated enrollments for the forthcoming year. Describe the column requirements.

(7)** Visit a local director and describe how he has identified columns h and i.

** NOTE: It is recommended that the student contact a regional supervisor or a local director to obtain practical first-hand assistance in completing the above activities.

Suggested Resources

Instructions for Completing and Submitting Projected Enrollments in Vocational Education Programs/Services. Education Amendments of 1976, PL 94-482, State of California, Sacramento, 1977.

Instructions for Preparing and Submitting an Application for Funds under Subpart 2 - Basic Grant. Education Amendments of 1976, PL 94-482, State of California, Sacramento, 1977.

Instructions for Preparing and Submitting an Application for Funds under Subpart 5 - Consumer and Homemaking Education. Education Amendments of 1976, PL 94-482, State of California, Sacramento, 1977.

State of California. California Five-Year State Plan for Vocational Education: A Planning Process. Sacramento: California State Department of Education, 1977.

Upon successful completion of assigned activities, proceed to Lesson 2.

---

* Familiarization for teacher knowledge and credential requirement.

** Mastery ability for MAVE, Supervisory, and related candidates.

VOCATIONAL EDUCATION RECORDKEEPING

Lesson Two: Statistical Forms

Objective

Upon satisfactory completion of this lesson, the student will be able to (1) prepare the statistical report forms required to facilitate the dissemination of data gathered for management and operation of vocational education programs, and (2) explain the required forms and their use in the district setting.

Overview

This lesson will deal with statistical data for both district personnel and students enrolled in the district. Please note that these reports are required for all local education agencies operating vocational programs, even those not using VEA funding such as ROP/ROC's. The instructions for these forms are very explicit and will require very little outside resource for clarification.

The forms used in this lesson are:

VE-47 Number of Personnel in vocational education
VE-48 Number of students in vocational education

Suggested Activities

(1) Visit a local director and review the form VE-47/48 submission with him. Prepare a review of your visit with the local director and note any district forms used as backup for the information gathering process. This data will be used in other activities.

(2) There are two sections to the VE-47 form. List and describe how to show full and part-time personnel who are not teachers without creating a duplicated count.

(3) Many local districts will have to use split assignments for their staff. Describe two situations which would show how to report personnel who are to be reported in both Section I and II of the form VE-47.

(4) All personnel are shown in full time equivalent (fte) values. The usual fte for secondary teachers is based on five periods. Describe

two situations and how to show them properly in Section II of the form VE-47.

(5) The 1975-76 fiscal year form VE-48 will be required for submission on July 1, 1976. Describe which form VE-30 the information comes from in the sequence of VEA reporting.

(6) The VE-48 is sent to the district preprinted. This is column 1 on the form. The column headings are described and explained in the instructions. Describe how to gather information for completing the form VE-48 Regular Programs. (Use data from activity No. 1.) Describe how you enter information not on the preprinted forms. Describe how to prevent a "duplicated" count.

(7) The Special Programs and groups (columns 10-16) have some specific criteria for use. List and describe which "part" and/or other criteria are required before listing numbers in each of these columns.

Suggested Resources

Instructions for Preparing Vocational Education Statistical Reports Using Forms VE-47 and VE-48, Vocational Education Amendments of 1968 (PL 90-576), State of California, Sacramento, 1976.

Instructions for Preparing a District Plan for Vocational Education, Vocational Education Amendments of 1968 (PL 90-576), State of California, Sacramento, 1975.

Instructions for Preparing Form VE-30, Vocational Education Amendments of 1968 (PL 90-576), State of California, Sacramento, 1976.

Upon successful completion of assigned activities, proceed to Lesson 3.

VOCATIONAL EDUCATION RECORDKEEPING

Lesson Three: Fiscal (Claims) Reports

Objective

Upon satisfactory completion of this lesson, the student will be able to complete and explain the forms used in vocational education fiscal claims reporting. He/she will be able to respond to questions about processes in claims reporting.

Overview

This lesson deals with fiscal financial claims reporting. The local director is required to maintain backup information for several audit facets including the financial audit. Program content, the various forms and operations all affect the filing of claims for reimbursement.

The local director may file a partial claim in keeping with the Instructions for Filing a Claim for Funds. This is only to assist in cash flow and does not invalidate any of the basic requirements. The local director will receive information indicating his B and F entitlements with appropriate disadvantaged and handicapped expenditure amount. These criteria are the basis for financial calculations for the district to plan its operations, including its vocational education operation as well as the total district financial operation.

This lesson will attempt to familiarize the student with the process and forms involved. The actual claim process is difficult to duplicate due to the varying size and operational characteristics of reporting districts.

Suggested Activities

(1) The form VE-1 "Claims for Funds" has some specific requirements about the "special code" in the heading. Describe how the local director is aware of the special code and how it is claimed in relation to the regular program.

(2) List the recommended sequence in preparing claim forms. Describe the rationale for using this sequence.

(3) Visit a local director and discuss the claims process. You should get as broad an exposure as possible of this process and attempt to locate a district which operates a total basic program as well as special projects. Prepare a written evaluation of the process used and of any local forms and materials used to assist in enhancing the process. Include a discussion of funding procedures.

(4) The form VE-1 has columns headed Total Funds, Local Funds, Federal Funds Claimed. Each column has some identified requirements. List which "Line" numbers (i.e.: 10-Research) have some local percentage of participation requirement and its basic amount.

(5) Explain what kind of circumstance can reduce the reimbursement eligibility in Part B programs. Describe the computation required to earn the district allocation for federal funding.

(6) A Subpart 1 total expenditures figure listed under the column--Federal Funds Claimed--is $100,000.00. What are the dollar amounts for line numbers 1, 4, and 5 necessary for a full reimbursement? How do you determine these amounts?

(7) Form VE2 and 3 are virtually a paired set. The designation series totals are combined on the Form VE-3 (series) for posting to the Form VE-1. Describe how these two forms are different. Discuss why these two forms can be totaled on the single form.

(8) The revenue limit is a multi-step process. Describe how you will determine this limit for one program column which has two double period classes and three triple period classes. Include the a.d.a. averaging procedure described in the instructions.

(9) ROC/ROP must make declarations. Describe how this differs from district operations. A visit to a local ROC/P Director will assist in your description details.

Suggested Resources

Instructions for Filing a Claim for Funds for Vocational Education. (Most recent booklet.)

Upon successful completion of assigned activities, proceed to Lesson 4.

VOCATIONAL EDUCATION RECORDKEEPING

Lesson Four: Follow-Up Reporting

Objective

Upon satisfactory completion of the activities in this lesson, the vocational education student will review several methods in current use for obtaining student follow-up data. He/she will be able to complete a form VE-45 for submission and respond to questions based on its purposes.

Overview

This lesson deals with the two main purposes of follow-up. These are: (1) to provide detailed information to the federal government to facilitate the dissemination of composite and individual state data and to assist in evaluation; and (2) to provide a resource of management information to agencies, etc., charged with vocational education operation. This section is an extension of data gathered as statistical information (VE-47 and VE-48), specifically the VE-48, which follows the ex-student who completed a vocational program and left school. The student must totally understand this form and its use as it relates to the total vocational education program.

Suggested Activities

(1) Visit two local directors and obtain information and data on how the follow-up program has been operated during the past three years. Prepare a report on these visits and include how you feel you can adopt a system to a practical use.

(2) The form VE-45 is basically used for follow-up of the secondary student who leaves school. List the exceptions of programs on the VE-48 which are not required for follow-up.

(3) In a district which participates in an ROP program who is required to conduct the follow-up in conjunction with that participation? Why does only one agency conduct the follow-up?

(4) The district will receive pre-printed VE-45's. Where does the data come from for this purpose? How do you provide for reporting data not on the pre-printed forms?

(5) Discuss why vocational work experience is not among the follow-up programs. Develop a statement which expresses why you came to this conclusion.

(6) Describe the teacher's role in follow-up. When should this role be explained to the teacher?

Suggested Resources

Instructions for Preparing Vocational Education Student Follow-Up Reports Using Form VE-45, Vocational Education Amendments of 1968 (PL 90-576), State of California, Sacramento, 1975.

Instructions for Preparing Vocational Education Statistical Reports Using Forms VE-47 and VE-48, Vocational Education Amendments of 1968 (PL 90-576), State of California, Sacramento, 1976.

Upon completion of the assigned activities in this module, you should be ready to take the Module Posttest. See your instructor for directions and measurement criteria.

VOCATIONAL EDUCATION RECORDKEEPING

MODULE PRE/POSTTEST

Student _____

Instructor _____

Date _____

Student: This pre/posttest is designed to assess your knowledge of vocational education recordkeeping. Since this module is an individualized and competency-based learning device, you will need to study only those lessons that are presented on the basis of your response to this test.

1. The request for basic grant funds (title page) is only required if a project is funded? Explain your answer.

2. The date on a Form VE-47 is June 30, 1974. What was the fiscal year of operation.

3. When reporting vocational personnel (VE-47) what does "unduplicated" count mean? How is it accomplished?

4. The Projected Enrollments Form deals with nine categories in ten columns including program codes. Describe the designation, instructional program codes and titles.

5. There is an annual sequence for submitting vocational education reports. List, in group arrangements, the calendar sequence for VE Form number submission.

6. Describe how funds are claimed by a district following the fiscal claims procedure.

7. Form VE-45 is used to gather and submit VEA follow-up data. Briefly describe which students may be described as "in the labor force," and explain the purpose of follow-up data.

8. The request for basic grant funds contains a Statement of Assurances. What "subparts" are involved, and is it possible to waive its use?

9. Explain what results when the claim report indicates that 7% of the federal claim was spent for services to disadvantaged students.

10. The claim forms must be prepared by all local education agencies operating VE programs. Describe a situation where a local education agency is not a district and may not receive federal funds.

11. The United States Office of Education Code 09. defines a program in "home economics." Which code designation (09.01 or 09.02) is reported as a Subpart 5 and followed up?

12. A course is operated by a district for an ROP. Which agency is required to complete a VE-45? Why?

13. The VE-30 form is followed by which two statistical forms?

14. The form Projected Enrollments in Vocational Education Programs/ Services is filed very early in the VE program operating process. Is it a part of the Subpart 1, Application for Funds?

15. A district wishes to request a Subpart 3 project. The district has never operated a program of vocational education. Can the district submit an application for Subpart 3 funding with no other vocational program? Why?

Return this test to your instructor.

VOCATIONAL EDUCATION RECORDKEEPING

ANSWER KEY
MODULE PRE/POSTTEST

Instructor:	Do not reproduce this page in students' booklets. You must retain it for grading and prescriptive purposes. Answers will vary with individuals. A preferred response might be similar to the answer presented.

1. (L1) The answer is False. Whether funded or not, the request 1b is part of the application.

2. (L2) June 30, 1974, indicates the year ending date; therefore, the 1973-74 Fiscal Year is the year of operation.

3. (L2) An unduplicated count attempts to count personnel only one time even though they may perform in more than one area or program category. This is done through major function and decimal fte arrangements within the VE-47.

4. (L1) "Instructional Codes and Titles" are given United States Office of Education designation for specific program identification and state plan compliance criteria.

5. (L1, 4) Starting in January of a calendar year, the sequence is as follows:

January/March	1. Projected enrollments - Applications - all for forthcoming fiscal year.
April/June	2. VE-47-48 current year's statistical reports on personnel and students.
July/September	3. VE-1, 2, 3 etc. Fiscal claims for year just ended.
October/December	4. Follow-up VE-45 for year just concluded.

6. (L3) Districts may claim partial reimbursement, quarterly, or one complete final claim with all appropriate forms and data. The forms must be turned in, but the back-up information remains in the district for audit purposes. The VE-1 is the final claim form used and assimilates the data from the other sheets.

7. (L4) The VE-45 is used for follow-up. Students are considered "in the labor force" only on a full-time basis and not otherwise excluded. Follow-up data is one of statistical reports used in evaluating the local vocational education program.

8. (L1) The Statement of Assurances is filed with Subpart 2 and Subpart 5 applications. It is not possible to waive its use.

9. (L3) The Vocational Education Amendments 1976 require that 20% be spent on disadvantaged students. When 7% is spent, the entire entitlement to district is reduced a like amount.

10. (L3) An ROC/ROP must submit plan for Vocational Education as a local education agency, but is not entitled to federal funding.

11. (L3) Subpart 5 Program Areas are defined clearly in the application. Follow-up is required on 09.02 (occupational).

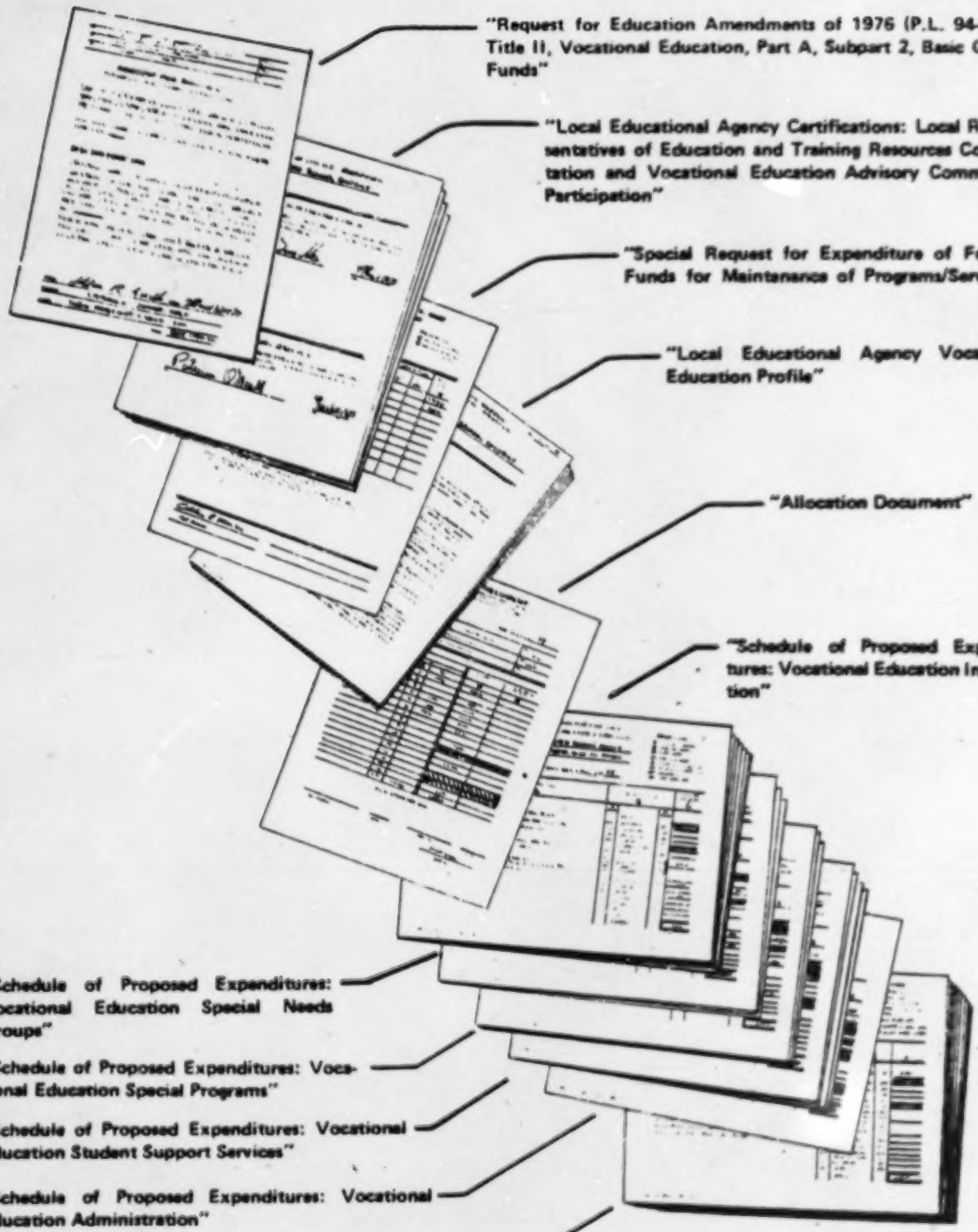
12. (L4) All courses which are related to an ROC/P, whether operated by the ROP/C or a district, are reported in the VE-45 by the ROP/C to prevent duplication.

13. (L2, 2,4) The Projected Enrollments in Vocational Education Programs/Services form is followed by the VE-48, the enrollment, and the VE-45, a follow-up of students.

14. (L1) The form, projected enrollments, must be on file prior to any application for funds.

15. (L1) A district may offer only a Subpart 3, but only if it has filed a Projected Enrollments in Vocational Education Programs/Services form. This is an extremely unlikely situation, however,

APPENDIXES


"Request for Education Amendments of 1976 (P.L. 94-482), Title II, Vocational Education, Part A, Subpart 2, Basic Grant, Funds"
"Local Educational Agency Certifications: Local Representatives of Education and Training Resources Consultation and Vocational Education Advisory Committee Participation"
"Special Request for Expenditure of Federal Funds for Maintenance of Programs/Services"
"Local Educational Agency Vocational Education Profile"
"Allocation Document"
"Schedule of Proposed Expenditures: Vocational Education Instruction"
"Schedule of Proposed Expenditures: Vocational Education Special Needs Groups"
"Schedule of Proposed Expenditures: Vocational Education Special Programs"
"Schedule of Proposed Expenditures: Vocational Education Student Support Services"
"Schedule of Proposed Expenditures: Vocational Education Administration"
(Adult Set)
Order of assembly of forms

Instructions

The form in this booklet is to be used for recording projected enrollments for all persons in vocational and special vocational education programs/services by sex, by level of education, in cooperative vocational education programs and in vocational work-experience education programs, and projected completions. The form is composed of two sections: Section I, Projected Enrollments in Vocational Education Programs/Services; and Section II, Projected Enrollments in Special Funded Vocational Education Programs/Services, by Level.

Completing the Form

Provide the following information where applicable in each section of the projected enrollment form (shaded areas = not applicable):

Column (b)–Enter total projected enrollments in each vocational education program/service and in special vocational education programs/services. (Grand totals are unduplicated; that is, a person is counted only once in the grand total even though the person may be reported in more than one program category. Parentheses in a column indicate duplicated enrollment figures.)

Column (c)–Enter the number of female students projected to be enrolled. The projected number of male students will be the difference between the total projected enrollment and the projected number of female students.

Columns (d) through (g)–Enter projected enrollments for each applicable level: secondary (usually beginning with grade nine and ending with grade twelve); post-secondary; and adult. Adult level includes adult preparatory and adult supplementary.

Adult preparatory is defined as a program designed to provide training for persons who have already entered the labor market or who are unemployed but need retraining in preparing for a new occupation.

Adult supplementary is defined as a program designed to provide training for persons who have already entered the labor market and who need training to be updated or upgraded to achieve stability or advancement in their current employment.

The sum of columns (d) through (g) must equal column (b).

Column (h)–Enter projected enrollments of cooperative vocational education students.

Column (i)–Enter projected enrollments of vocational work-experience education students. (Students must be currently enrolled in the vocational program.)

Column (j)–Report projected program completions. Do not report a student who will remain in school after completing program requirements. Report only the projected number of students eligible for employment.

Completions are defined as students who successfully complete the required sequence of vocational instruction in their programs of study and graduate; complete the vocational program requirements and leave school without graduating; or terminate their training in a program prior to normal completion time but who have gained marketable skills and have been employed full time in the field for which they have been trained.

Submitting the Form

Four copies of the completed form, "Projected Enrollments in Vocational Education Programs/Services," must be submitted to the regional office serving the local educational agency. The completed form must be on file in the regional office before the LEA application can be processed.

CODES: Region _____
County ___ _____
Lea _____

APPENDIX B

STATE OF CALIFORNIA – VOCATIONAL EDUCATION	LOCAL EDUCATIONAL AGENCY		PAGE 1 of 6 PAGES
20 PROJECTED ENROLLMENTS IN VOCATIONAL EDUCATION PROGRAMS/SERVICES (Education Amendments of 1976, Public Law 94-482)	ADDRESS		DATE PREPARED
	VOCATIONAL EDUCATION ADMINISTRATOR	PHONE ( )	FISCAL YEAR ENDING JUNE 30, 19___

SECTION 1 – PROJECTED ENROLLMENTS IN VOCATIONAL EDUCATION PROGRAMS/SERVICES

PROGRAMS/SERVICES (a)		TOTAL	FEMALE	SECONDARY (GRADES 9-12)	POST-SECONDARY	ADULT		COOPERATIVE VOCATIONAL EDUCATION	VOCATIONAL WORK EXPERIENCE EDUCATION	PROJECTED COMPLETIONS
CODE	TITLE	(b)	(c)	(d)	(e)	PREPARATORY (f)	SUPPLEMENTAL (g)	(h)	(i)	(j)
	GRAND TOTAL (Unduplicated)							( )	( )	
01.0000	TOTAL - AGRICULTURE							( )	( )	
01.0100	Agricultural Production							( )	( )	
01.0200	Agricultural Supplies, Services							( )	( )	
01.0300	Agricultural Mechanics							( )	( )	
01.0400	Agricultural Products							( )	( )	
01.0500	Ornamental Horticulture							( )	( )	
01.0600	Agricultural Resources							( )	( )	
01.0700	Forestry							( )	( )	
01.9900	Other*							( )	( )	
								( )	( )	
04.0000	TOTAL - DISTRIBUTION							( )	( )	
04.0100	Advertising Services							( )	( )	
04.0200	Apparel and Accessories							( )	( )	
04.0300	Automotive							( )	( )	
04.0400	Finance and Credit							( )	( )	
04.0500	Floristry							( )	( )	
04.0600	Food Distribution							( )	( )	
04.0700	Food Services							( )	( )	
04.0800	General Merchandise							( )	( )	
04.0900	Hardware, Building Materials							( )	( )	
04.1000	Home Furnishings							( )	( )	
04.1100	Hotel and Lodging							( )	( )	
04.1200	Industrial Marketing							( )	( )	
04.1300	Insurance							( )	( )	
04.1400	International Trade							( )	( )	
04.1500	Personal Services							( )	( )	
04.1600	Petroleum							( )	( )	
04.1700	Real Estate							( )	( )	
04.1800	Recreation and Tourism							( )	( )	

25

*Other - Specify by title

26

CODES: Region _____
County _____
Lea _____

APPENDIX B (continued)

SECTION I – PROJECTED ENROLLMENTS IN VOCATIONAL EDUCATION PROGRAMS/SERVICES *(Continued)*

PROGRAMS/SERVICES (a)		TOTAL	FEMALE	SECONDARY (GRADES 9-12)	POST SECONDARY	ADULT		COOPERATIVE VOCATIONAL EDUCATION	VOCATIONAL WORK EXPERIENCE EDUCATION	PROJECTED COMPLETIONS
CODE	TITLE	(b)	(c)	(d)	(e)	PREPARATORY (f)	SUPPLEMENTAL (g)	(h)	(i)	(j)
04.1900	Transportation							( )	( )	
04.2000	Retail Trade, Other							( )	( )	
04.3100	Wholesale Trade, Other							( )	( )	
04.9900	Other *							( )	( )	
								( )	( )	
07.0000	TOTAL - HEALTH							( )	( )	
07.0101	Dental Assistant							( )	( )	
07.0102	Dental Hygienist *(Associate Degree)*							( )	( )	
07.0103	Dental Laboratory Technology							( )	( )	
07.0199	Other Dental							( )	( )	
07.0203	Medical Laboratory Assisting							( )	( )	
07.0299	Other Medical Laboratory Technology							( )	( )	
07.0301	Nursing *(Associate Degree)*							( )	( )	
07.0302	Practical *(Vocational)* Nursing							( )	( )	
07.0303	Nursing Assistant *(Aide)*							( )	( )	
07.0305	Surgical Technology							( )	( )	
07.0399	Other Nursing							( )	( )	
07.0401	Occupational Therapy							( )	( )	
07.0402	Physical Therapy							( )	( )	
07.0499	Other Rehabilitation							( )	( )	
07.0501	Radiologic Technology							( )	( )	
07.0503	Nuclear Medical Technology							( )	( )	
07.0599	Other Radiologic							( )	( )	
07.0600	Ophthalmic							( )	( )	
07.0700	Environmental Health							( )	( )	
07.0800	Mental Health Technology							( )	( )	
07.0903	Inhalation Therapy Technology *(Respiratory)*							( )	( )	
07.0904	Medical Assistant							( )	( )	
07.0906	Health Aide							( )	( )	
07.0907	Medical Emergency Technician							( )	( )	
07.0909	Mortuary Science							( )	( )	
07.9900	Other*							( )	( )	
								( )	( )	
09.0100	TOTAL - CONSUMER AND HOMEMAKING									
09.0101	Comprehensive Homemaking									
09.0102	Child Development									
09.0103	Clothing and Textiles									

*Other - Specify by title

21

27

28

CODES: Region _____
County _____
Lea _____

APPENDIX B (continued)

SECTION I – PROJECTED ENROLLMENTS IN VOCATIONAL EDUCATION PROGRAMS/SERVICES *(Continued)*

PROGRAMS/SERVICES (a)		TOTAL	FEMALE	SECONDARY (GRADES 9-12)	POST SECONDARY	ADULT		COOPERATIVE VOCATIONAL EDUCATION	VOCATIONAL WORK EXPERIENCE EDUCATION	PROJECTED COMPLETIONS
						PREPARATORY	SUPPLEMENTAL			
CODE	TITLE	(b)	(c)	(d)	(e)	(f)	(g)	(h)	(i)	(j)
09.0104	Consumer Education									
09.0106	Family Relations									
09.0107	Food and Nutrition									
09.0108	Home Management									
09.0109	Housing and Home Furnishings									
09.0199	Other *									
09.0200	TOTAL - OCCUPATIONAL PREPARATION							( )	( )	
09.0201	Care and Guidance of Children							( )	( )	
09.0202	Clothing Mgmt., Production and Services							( )	( )	
09.0203	Food Management, Production and Services							( )	( )	
09.0204	Home Furnishing, Equipment and Services							( )	( )	
09.0205	Institutional & Home Management & Services							( )	( )	
09.0299	Other*							( )	( )	
								( )	( )	
10.0000	TOTAL - INDUSTRIAL ARTS									
10.0100	Construction									
10.0200	Industrial Crafts									
10.0300	Drafting									
10.0400	Electricity-Electronics									
10.0600	General Industrial Arts									
10.0700	Graphic Arts									
10.0702	Photography									
10.1300	Manufacturing									
10.1400	Metals									
10.1500	Plastics									
10.1600	Automotive Mechanics									
10.1603	Power Mechanics									
10.1900	Woods									
10.9900	Other, Industrial Arts*									
14.0000	TOTAL - OFFICE									
14.0100	Accounting and Computing Occupations									
14.0201	Computer and Console Operators									

CODES: Region _____
County _____
Lea _____

APPENDIX B (continued)

SECTION I – PROJECTED ENROLLMENTS IN VOCATIONAL EDUCATION PROGRAMS/SERVICES *(Continued)*

PROGRAMS-SERVICES (a)		TOTAL	FEMALE	SECONDARY (GRADES 9 12)	POST SECONDARY	ADULT		COOPERATIVE VOCATIONAL EDUCATION	VOCATIONAL WORK EXPERIENCE EDUCATION	PROJECTED COMPLETIONS
CODE	TITLE	(b)	(c)	(d)	(e)	PREPARATORY (f)	SUPPLEMENTAL (g)	(h)	(i)	(j)
14.0203	Programmers							( )	( )	
14.0299	Other Business Data Processing							( )	( )	
14.0300	Filing, Office Machines, Clerical Occupations							( )	( )	
14.0400	Information Communication Occupations							( )	( )	
14.0500	Materials Support, Transportation, etc.							( )	( )	
14.0600	Personnel Training and Related Occupations							( )	( )	
14.0700	Steno., Secretarial and related Occupations							( )	( )	
14.0800	Supervisory and Admin. Mgmt. Occupations							( )	( )	
14 0900	Typing and related Occupations							( )	( )	
14 9900	Other*							( )	( )	
								( )	( )	
16.0000	TOTAL - TECHNICAL							( )	( )	
16 0101	Aeronautical Technology							( )	( )	
16 0103	Architectual Technology							( )	( )	
16 0104	Automotive Technology							( )	( )	
16 0105	Chemical Technology							( )	( )	
16 0106	Civil Technology							( )	( )	
16 0107	Electrical Technology							( )	( )	
16.0108	Electronic Technology							( )	( )	
16 0109	Electromechanical Technology							( )	( )	
16 0110	Environmental Control Technology							( )	( )	
16 0111	Industrial Technology							( )	( )	
16.0112	Instrumental Technology							( )	( )	
16 0113	Mechanical Technology							( )	( )	
16.0114	Metallurgical Technology							( )	( )	
16.0117	Scientific Data Technology							( )	( )	
16.0601	Commercial Pilot Training							( )	( )	
16 0602	Fire and Fire Safety Technology							( )	( )	
16.0603	Forestry Technology							( )	( )	
16 0604	Oceanographic Technology							( )	( )	
16.0605	Police Science							( )	( )	
16.9901	Air Pollution Technology							( )	( )	
16.9902	Water and Waste Water Technology							( )	( )	
16 9900	Other* (Energy)							( )	( )	

*Other - Specify by title

CODES: Region _____
County _____
Lea _____

APPENDIX B (continued)

SECTION I – PROJECTED ENROLLMENTS IN VOCATIONAL EDUCATION PROGRAMS/SERVICES *(Continued)*

PROGRAMS/SERVICES (a)		TOTAL	FEMALE	SECONDARY (GRADES 9-12)	POST SECONDARY	ADULT		COOPERATIVE VOCATIONAL EDUCATION	VOCATIONAL WORK EXPERIENCE EDUCATION	PROJECTED COMPLETIONS
CODE	TITLE	(b)	(c)	(d)	(e)	PREPARATORY (f)	SUPPLEMENTAL (g)	(h)	(i)	(j)
17.0000	TOTAL - TRADES AND INDUSTRY							( )	( )	
17.0100	Air Conditioning							( )	( )	
17.0200	Appliance Repair							( )	( )	
17.0301	Body and Fender Repair							( )	( )	
17.0302	Auto Mechanics							( )	( )	
17.0399	Other Automotive							( )	( )	
17.0400	Aviation Occupations							( )	( )	
17.0500	Blueprint Reading							( )	( )	
17.0600	Business Machine Maintenance							( )	( )	
17.0700	Commercial Art Occupations							( )	( )	
17.0800	Commercial Fishery Occupations							( )	( )	
17.0900	Commercial Photography Occupations							( )	( )	
17.1001	Carpentry							( )	( )	
17.1002	Electricity							( )	( )	
17.1004	Masonry							( )	( )	
17.1007	Plumbing and Pipefitting							( )	( )	
17.1099	Other Construction and Maintenance Trades							( )	( )	
17.1100	Custodial Service							( )	( )	
17.1200	Diesel Mechanic							( )	( )	
17.1300	Drafting Occupations							( )	( )	
17.1400	Electrical Occupations							( )	( )	
17.1500	Electronic Occupations							( )	( )	
17.1600	Fabric Maintenance Services							( )	( )	
17.1700	Foremanship Supervisor & Mgmt. Development							( )	( )	
17.1900	Graphic Arts Occupations							( )	( )	
17.2000	Industrial Atomic Energy Occupations							( )	( )	
17.2100	Instrument Maint. and Repair Occupations							( )	( )	
17.2200	Maritime Occupations							( )	( )	
17.2302	Machine Shop							( )	( )	
17.2303	Machine Tool Operation							( )	( )	
17.2305	Sheet Metal							( )	( )	
17.2306	Welding and Cutting							( )	( )	
17.2307	Tool and Die Making							( )	( )	
17.2399	Other Metalworking Occupations							( )	( )	
17.2400	Metallurgy Occupations							( )	( )	
17.2601	Barbering							( )	( )	

CODES: Region _____
County _____
Lea _____

APPENDIX B (continued)

SECTION I – PROJECTED ENROLLMENTS IN VOCATIONAL EDUCATION PROGRAMS/SERVICES *(Continued)*

PROGRAMS/SERVICES (a)		TOTAL	FEMALE	SECONDARY (GRADES 9-12)	POST-SECONDARY	ADULT		COOPERATIVE VOCATIONAL EDUCATION	VOCATIONAL WORK EXPERIENCE EDUCATION	PROJECTED COMPLETIONS
CODE	TITLE	(b)	(c)	(d)	(e)	PREPARATORY (f)	SUPPLEMENTAL (g)	(h)	(i)	
17.2602	Cosmetology							( )	( )	
17.2699	Other Personal Services							( )	( )	
17.2700	Plastics Occupations							( )	( )	
17.2801	Fireman Training							( )	( )	
17.2802	Law Enforcement Training							( )	( )	
17.2899	Other Public Services							( )	( )	
17.2900	Quantity Food Occupations							( )	( )	
17.3000	Refrigeration							( )	( )	
17.3100	Small Engine Repair							( )	( )	
17.3200	Stationary Energy Sources Occupations							( )	( )	
17.3300	Textile Production and Fabrication							( )	( )	
17.3400	Leather Working							( )	( )	
17.3500	Upholstering							( )	( )	
17.3600	Woodworking Occupations							( )	( )	
17.9900	Other*							( )	( )	
								( )	( )	

Other - Specify by title

SECTION II – PROJECTED ENROLLMENTS IN SPECIAL FUNDED VOCATIONAL EDUCATION PROGRAMS/SERVICES, BY LEVEL

PROGRAMS/SERVICES (a)	TOTAL (b)	FEMALE (c)	SECONDARY (GRADES 9-12) (d)	POST-SECONDARY (e)	ADULT PREPARATORY (f)	ADULT SUPPLEMENTAL (g)	COOPERATIVE VOCATIONAL EDUCATION (h)	VOCATIONAL WORK EXPERIENCE EDUCATION (i)	PROJECTED COMPLETIONS (j)
1. Disadvantaged (Subpart 2)	( )	( )	( )	( )	( )	( )			
2. Disadvantaged (Subpart 4)	( )	( )	( )	( )	( )	( )			
3. Limited English-Speaking (Subpart 2)	( )	( )	( )	( )	( )	( )			
4. Handicapped (Subpart 2)	( )	( )	( )	( )	( )	( )			
5. Apprenticeship (Subpart 2)	( )	( )	( )	( )		( )			
6. Work Study (Subpart 2)	( )	( )	( )	( )	( )	( )			
7. Economically Depressed Area (Subpart 5)	( )	( )	( )	( )		( )			

MODULES -- COMMON CORE CURRICULUM FOR VOCATIONAL EDUCATION

Category A: Introduction to Vocational Education

- A-1 History, Philosophy, and Trends in Vocational Education
- A-2 Scope, Function, and Organization in Vocational Education
- A-3 Vocational Legislation
- A-4 Assessing the Job Market and Employment Trends

Category B: Cooperative Relationship

- B-1 Rationale for Cooperative Relationships
- B-2 Advisory Councils
- B-3 Cooperative and Work Experience Programs

Caregory C: Vocational Students

- C-1 Promoting Vocational Education and Recruiting Eligible Students for Vocational Education
- C-2 Assessing Students' Personal Characteristics
- C-3 Guidance and Counseling
- C-4 Assisting Students with Special Needs in Vocational Education Program
- C-5 Assessing the Needs of the Disadvantaged Student
- C-6 Developing Student Leadership Qualities in Vocational Education Programs
- C-7 Student Organizations

Category D: Administration and Supervision

- D-1 Fiscal Management of a Vocational Education Program
- D-2 Writing a Vocational Education Project/Budget
- D-3 Record Keeping in Vocational Programs
- D-4 Conference Leadership
- D-5 Selection, Supervision, and Evaluation of Personnel
- D-6 School Law and Its Relationship to Vocational Education
- D-7 Staff Development
- D-8 Implementation of Change

Category E: Curriculum Design in Vocational Education

- E-1 Developing a Curriculum Design in Vocational Education
- E-2 Applying Learning Theory to Vocational Education
- E-3 Instructional Strategies

Category F: Stages and Structure of Curriculum Development

- F-1 Theories in Curriculum Development
- F-2 Building a Curriculum for Vocational Education
- F-3 Applying Curriculum Specifics to Vocational Education
- F-4 Safety

Category G: Evaluation and Research

- G-1 Evaluation Models
- G-2 Evaluation Procedures for Local Programs
- G-3 Introduction to Research Procedures in Vocational Education
- G-4 Research Design in Vocational Education
- G-5 Development of a Research Proposal in Vocational Education